

AN INVESTIGATION
INTO
THE LEISURE-TIME ACTIVITIES OF
THE STUDENTS OF
ELEMENTARY TEACHER TRAINING
INSTITUTIONS IN DELHI

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THE LEISURE-TIME ACTIVITIES OF
✓ THE STUDENTS OF
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OF DELHI

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P R E F A C E

A poor country like India cannot afford to waste leisure-time. Even in advanced countries, where vacations are already being employed much better than here, there is a growing feeling that they could be used even more intensively. The ineffectual use of leisure-time in Indian schools professional or otherwise is too well-known to need any introduction. The reason d'être of making the present investigation is the inability of the Indian pupils and pupil-teachers to effectively use their leisure made available to them during their career in the school. The present study is an attempt to show that the way the Elementary Teacher Trainees in Delhi spend their leisure leaves much to be desired despite the many theoretical things they might have achieved.

The investigator is grateful to Sri B.L. Pandey, Senior Field Adviser, Teacher Education Dept., NCERT for the guidance he gave inspite of the multifarious responsibilities he had to discharge. He also records his thanks to R.D. Sharma, Research Officer of the same Department for the suggestions he gave in matters of properly framing the questionnaire and other allied matters.

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Shyam Sunder Singh

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CHAPTER - I

INTRODUCTION

CHAPTER I.

INTRODUCTION

Man and use of leisure

Poet Auden calls the present age the age of anxiety. Some call it the age of interrogation or the age of nightmare or the age of pleasure seeking and so on. Some thinkers feel that man has made himself the author of his own ruin; but man can, if he likes, manage to make himself happy for much of his happiness and welfare depends on how he uses his vacant hours. In case man uses his free time intelligently, he can convert his drab existence into something sublime and splendid.

We have wanted leisure. Thanks to Industrial Revolution and the tremendous development in the domain of science and technology we have had ample leisure at our disposal. Now a very pertinent question arises. Has man been able to gainfully employ his leisure? Indeed the gainful and intelligent use of leisure hours is the acid test of a civilization. If we are to be frank we are to answer the above question in the negative. The way we are now entangled in the commercial recreation of modern days is indicative of the way we are employing our leisure. "There is already a tendency to commercialise recreation to draw crowds by the display of the base and the beastly or the lustful, an appeal to sex life that is so characteristic of much of the Cinema; and this tendency may extend to the many similar forms of cheap diversions that appeal to the vulgar and speculative desires of man".¹ This sort of recreation

1. Govindarajulu, L.K., Recreation As a Rural Problem (The Journal of Physical Education and Recreation, Bombay April 1959 Vol.VIII No 2)

that panders to the lower tastes of people will miserably fail in giving us any permanent or genuine joy. Rather it will eat into the vitals of the society we live in, it will burn us.

Mis spent leisure may do us more harm than good. It may even deform our soul.

Leisure in India and in her Schools of Teacher-Education

India is an agricultural country with seven lakhs of villages. Eighty percent of the Indian population lives in direct dependance upon the soil. But the tragedy is that the villagers remain unemployed for six months and they fall into the vicious habit of gossiping, gambling and indulging in bouts leading to serious litigation.

The urban dwellers also are not immune from the problem of increased leisure. This is partly attributable to the fact that so much time is given to commercialized recreation which is enormously patronized, but the wholesomeness of much of which is dubious. The majority of these people pay for amusements that are cheap, vulgar and enervating. The cry of industrial labour is "shorter weeks and less working hours but no reduction in wages". They have now got the leisure they cried for. They want to enjoy their leisure hours violently; but they do nothing creative -- they resort to drunkenness, cheap pictures and houses of ill-fame. Human personality is debased by such leisure-time activities and on such a population no civilization can be stable.

Thus the benefit accruing from increased labour and shorter working hours is neutralized by the lack of training as well as by the change in the nature of work brought about by mechanization and the attitude

of men towards it.

The gain in leisure has been a privilege not only with the adults but also with the youths. The extension of school periods, the introduction of modern living conditions and child labour laws - all these have made the youths experience a considerable increase in leisure.

Coming to our training colleges and schools we find that the students there have not developed the habit of pursuing healthy leisure time activities. They are over-burdened with home assignments. They cram, pass examinations and run after bookish knowledge. They have no leisure to stand and stare. They have ceased living culturally and intellectually. They have no time to creatively think and meditate.

We accuse the students of being introvert, self-centred and delinquent. We label them undisciplined and problem students. We are exasperated when we find them stooping to "idle gossip, the very de-generation of the art of conversation". But we never think of the disadvantages they are labouring under with regard to lack of leisure-spending facilities. We tend to forget what Cyril Burt says in this connexion." The conditions of leisure are more important than the conditions of work. A statistical study shows that the majority of juvenile offences occur during leisure hours, during the free and idle moments when school or business is over for the day and during the vacant afternoons of Saturday and Sunday."² //

2. Cyril Burt. The Subnormal Mind. P. 120.

Leisure should be made to conduce to man's advancement otherwise it will jeopardize our lives. Leisure, if unorganized, uncontrolled and unoccupied, will make us a "debased humanity whose appearances clearly denote that they are living woeful, inadequate lives, inadequate physically, to begin with, and with all the mental and moral inadequacies that follow from that."

In many teacher training institutions of Delhi it is seen that adequate number of teachers is not appointed with the result that the trainees are left free to do whatever they like to do with the leisure-time during the major part of the twenty-four hours of a day.

Besides, there are Sundays, single holidays and long breaks like autumn break or Dashehra-Dewali holidays, winter break or holidays during X'mas during which the students have ample free hours at their disposal.

Leisure and Integrated personality

It is being increasingly recognized that recreation which is essentially the utilization of leisure, is an art. It is, indeed, the sine qua non of man's existence; without it man's life on the earth would have been dull, drab and dry; the duration of life would be curtailed and the spirit lowered. "Actions and even bodily movements would become spiritless and mechanical. Physical and mental responsiveness to external and internal stimuli would deaden and the growth of personality would be stunted It is through

3. Jacks, L.P. Education Through Recreation, P.128, University of London Press.

recreational activity that the human personality assumes varied and rich forms, find new directions for its fuller expression and explores new avenues for enriching life. Recreational activity must, therefore, be such as to promote the development of human personality; it must be diverse, varied and comprehensive, touching all aspects of human life." ⁴ It must be therapeutic, catering to the emotional needs of the students.

Sometimes people aver that the training school programme for the extra-curricular activities lack self-control. Such a notion is obviously erroneous: a school is a laboratory and not an auditorium where people are more unrestrained and free to do what they like to do.

✓ Education for Leisure

The need of education of leisure can be considered from another standpoint as well. Today education no longer connotes formal learning only which one receives in the school or college. It does not consist in mere intellectual instruction or gathering of unrelated facts. It means something more. Its office is to train character, to discipline emotions and to modify behaviour so as to bring about the growth of personality. Education for leisure means the same thing as the education for living. Schools ought to provide education for leisure. And that is why in China 'spare-time' education -- to use the Chinese term -- has been given fillip to a great extent. There spare-time middle schools and colleges and even

4. A National Plan of Physical Education and Recreation P.34.

Ministry of Education, Government of India, 1956.

spare-time universities have been established.

The preparation for enjoyment and profitable use of leisure hours presupposes profound thought and arduous effort and is more difficult than the training of individuals for vocations. Training for leisure concerns the enrichment of personal lives. It also involves the creation of interest, the development of skill and a philosophy of life as well.

The Present Study:-

Bearing this in mind the investigation into leisure time activities and holidays has been undertaken. For this purpose the investigator has endeavoured to collect data that concerns the leisure-time activities of pupils of elementary teacher training institutions of Delhi with special reference to how they spend their holidays.

CHAPTER . II

IMPORTANCE OF LEISURE-TIME ACTIVITIES AND HOLIDAYS

C H A P T E R II.

Importance of Leisure-time Activities and Holidays.

Leisure pursuits are an essential and indispensable part of man's life. Life minus recreational activities would be dull, dreary and miserable. These activities directly affect the physical conditions of a pupil, stimulate his emotional and mental powers, lead him to action and help him in respect of skill acquisition. A human learner cannot be said to have completed his education without having been taught how to properly utilize leisure hours. Education for leisure is not merely an incidental task. "It is rather a fundamental problem, affecting the welfare of society and its prosperity and as such should receive major consideration".¹ The moral and cultural welfare of a country is directly affected by the way the people of the country solves the problem of leisure.

How to use leisure that it may conduce to human happiness is a problem facing education. In the present age it has assumed great importance. "To-day the hours of labour are becoming progressively lessened. Human beings are actually paid not to work in order that the products of their labour shall not make living conditions more difficult for the rest of humanity. In the industries twelve and fourteen hours of work, six or eight hours of labour a day are now the rule. Science and technology have given man a new gift, the gift of time".² Something must be done to cope with the problem of this vast amount of leisure offered.

1. Ranganathan, S.R., Education for Leisure. P.28.

2. Wolfe, W.B., Successful Living, P.32.

A nation's culture and efficiency depend on how that nation utilize the leisure-time it has at its disposal.

All educational thinkers are fervently talking these days about the provision of education for leisure. They aver that unsystematic and unorganized leisure will ruin the vitality of a nation. If a census were taken of the people who make the authors of their own ruination by unwise use of their free time, the figures arrived at would appal one.

The few hours we spend daily are inextricably bound up with the growth and development of our personality. Cyril Hart feels that a majority of juvenile offences is attributable to abuse of leisure time. Adult criminality may also be brought about by the same cause. A balanced programme of leisure-time activities will be at once a prophylactic and a therapeutic measure. It will bring us a well-balanced personality, conduce to emotional growth and develop special abilities, skills and attitudes.

The urban ways of spending leisure both in India and other countries give us an unpleasant picture. "In Chicago city taverns have more buildings, accommodate more people, take more money and time of people than do all the motion picture houses, sporting events and other forms of commercial recreation put together".³ Various reports give us the grimly true fact that more than fourteen thousand drunkards are arrested every year in the streets of London and the number of those unarrested far more

3. Lall, K., Alcohol As a Form of Escape, The Sunday Standard, Sept 18, 1936.

exceeds the number of those arrested. In India as well as in Britain there are many individuals whose only use of leisure-time consists in going to Cinemas and being passive spectators of the work of others. To these fellows the cheap film shows depicting sexual delinquencies or other immoral activities are a sort of narcotizing escape from the stark realities of life for which they are not prepared.

Formerly war and pestilence, death and disease combined to make man's expected span of life a short one. Hundreds of children died every year and none was in the know of the cause underlying the phenomenon. Now, thanks to the development of modern medicine life expectancy problems have also been changed. Biomedical engineering has now been able to develop various artificial organs, such as hearts, kidneys and blood vessels. Even diseases like cancer which were once considered incurable has now been easily cured. It is said that a novel technique is being perfected in the U.S. for early detection of cancer. Every person, whether or not he has any medical training, will be able to examine himself at home with the help of a simple test kit. This will enable doctors to save millions of people from the ravages of the deadly disease every year without waiting for the discovery of its causes and cures. Now more and more people are living upto the age of seventy or eighty years of age. Fewer and fewer children are having their lives nipped in the bud before they have begun living.

Between the efforts of science to make our works less arksome and of the science of medicine our lives longer, every modern man

is confronted with the problem of the use of spare time. And every man in his senses would be convinced of the fact that no man who does not solve this problem constructively can claim that he has attained happiness in the real sense of the term. Aristotle in his 'Politica' enjoins on us to spare no pains to use leisure well. He feels that leisure is more important than occupation and it is its end. In his view war aims at peace, and toil at leisure.

Leisure activities differ from man to man. Some of the activities are social and some individual. Sports, games, clubs etc. are social activities. Reading, artistic efforts, collections, research, handicraft or studies are primarily individual hobbies. Whatever may be the nature of leisure-time activities one can say without any fear of contradiction that one should fully utilize one's leisure to contribute something of value to the civilization one belongs to. "The ideal successful human being is the individual whose work is his hobby; the individual who finds not only amusement but recreation and creation in his work and who has a number of other activities in which he enjoys his relation to the world about him. Not every one has either the time or the means to constellate their life so that they can adopt this suggestion. But every one wastes a great deal of time and if he had a plan for using his hobbies to fill in that time, he would be surprised and astonished to learn how much progress he could make on his hobbies in the time which he had previously wasted completely".⁴ //

4. Dr Wolfe, W.B., Successful Living, P.110.

"Happy is the person whose work and whose leisure make such a perfect cultural blend that neither can be conceived except as the complement of the other".⁵

In order to build strong physical and mental health one must have well-organized hobby life. The individual who has been able to successfully implement his or her scheme of well-planned leisure-time activities is an individual who realizes that within him lies a certain divine quality to create and recreate the world he or she lives in. The social order which is sprinkled with such human beings will be a veritable paradise on earth.

Whether we take the aim of education as the development of the individuality of the child, or building a strong moral character or whether we take the aim of education to be the increase of production, achieving social and national integration, strengthening democracy, accelerating the process of modernization and cultivating social, moral and spiritual values (which Kothari Commission has recommended), from every point of view the training of emotion is highly imperative. Cheerful persons are the salt of the earth, while sad ones spread a gloom all round. Robert Louis Stevenson feels that a happy person is a better thing to meet than a five pound note. The importance of leisure-time

5. Mooney James, D., quoted by Rhodes Martin in "How to Find Satisfaction in Work" published in Psychologist Magazine, July, '63, p.24.

activities in bringing about emotional growth of individuals can never be exaggerated. The individuals learn the importance of self-control and co-operation during leisure-time activities. Besides, when an individual is engaged in some leisure pursuits, all his energies are being consumed in that pursuit and he has no available energy to indulge in any superfluous emotional states. Dean Inge, one of the greatest thinkers of this century, feels that human souls are dyed the hue of their thoughts. It is an old proverb "that Satan finds mischief for idle hands to do". But this does not happen when one is seriously engaged.

The success and progress of a democracy always depends upon a good society. An individual can think, in his spare-time, of the good of the society he lives in. So if a man is taught the legitimate use of leisure, he will not only stop himself from doing anti-social things but he will be in a position to employ his leisure hours for the well-being of the society he belongs to. Thus right use of leisure-time is an important need of a democracy.

The integration or otherwise of our personality is a question that hinges on the way we use leisure. A good way of employing leisure may integrate our personality and a bad way of using it may disintegrate our personality. In point of fact leisure-activities are invaluable for the enlargement and enrichment of personality. Bookworms do seldom have a broad culture. It is the play ground and not the class-room that manufactures great leaders. And as such the necessity of developing interesting and desirable hobbies should not be lost sight of, because the way a person spends his leisure hours is replete with great possibilities and consequences

to him and to others. A doctor relates his experience of a patient of his who, by her sheer love of artistic way of arranging things, converted a hobby work into a means of her livelihood. He writes, "A patient of mine was always very proud of the way in which she arranged the cup-boards in her home, and all the neighbours used to admire her beautiful arrangements and her practical devices for utilizing the space in her cup-boards. This interest of hers, which was first a hobby in her own home, became later so important in her life that she made it into a business when the force of circumstances compelled her to seek a means of earning her own living. To-day she supports herself and her two children by arranging and equipping cup-boards for her friends and their friends who have heard of her unusual ability".⁶ Thus one's hobbies may, if one likes, be converted into a means of livelihood where one can fall back upon in one's rainy days.

In our teacher training schools (at the elementary level) the teachers have a tendency to burden the trainees who are the prospective teachers of our children with a heavy load of home assignments. They lay undue emphasis on academic side only, they unduly exhort them to get through tests and examinations. The abilities of the trainees are measured only in terms of their achievements and marks secured by them in tests and examinations. This is bad. We are to give the prospective teachers in our training institutions the right type of training which will enable them to play their parts as well in the noble task of the

6. Wolfe (W.B.), OP Cit, P.119.

re-construction of our country in all spheres of life. If these prospective teachers are to shoulder the task of nation-building they must be given leisure and proper guidance to utilize it. In this connection it should be borne in mind that organized recreation provide opportunities for trainees to succeed in areas outside training schools and home and to occupy a portion of the time outside of schools and home constructively. Much of the success of the supervised recreation programme depends on the imagination, skill and awareness of the recreation worker. Trained leaders who can give guidance in leisure through organized recreation are a must for every training institution. Extensive well-equipped and directed play-grounds could attract youths to wholesome free-time activities and contribute a great deal towards the solution of the problem of juvenile delinquency.

Again the tension and strain to which the city youth is subjected in these days when the competitive spirit in the world is greater than ever before is very great and require to be counteracted. The city youngsters labour under great tension and strain occasioned by the crowding, the noise and the rushing about. Unless this is counteracted they may develop many a dangerous malaise. It is estimated that over eighty per cent of the human maladies which send patients flocking to their doctors are psychological in origin. Excessive fatigue, sinus trouble, catarrh, fibrositis lumbæ, sciatica and a host of other pestilent pernicious diseases are directly connected with inner stress and strain.

Yet tension (which can be fatal) is, in the opinion of doctors, a result and not a cause. It is a thing which is needed for

effective living, which is part of our power-house and which is to be controlled. Human beings need to have a sufficient quantity of tension, neither too little nor too much. Violin strings and watch springs require to be keyed up to make them work. But violin strings may tend to snap when tensed too much, watch springs will not work if they are overwound. Similarly an over tense athlete will crack up when subjected to the test. All these point to the necessity of mastering and releasing tensions. Recreation and relaxation are the major means whereby we can master over tensions.

Hence the importance of game and sports as a compulsory subject for instruction in teacher-training institutions. Teachers passing out of the training institutions should have ability to impart instructions in one game or athletic event. Speaking of the urgency of the problem of co-curricular activities in schools, Kothari Commission writes, "We conceive of the school curriculum as the totality of learning experience that the school provides for the pupils through all the manifold activities in the school or outside, that are carried on under its supervision. From this point of view, the distinction between curricular and extra-curricular work ceases to exist, and a school camp and games and sports are curricular or rather co-curricular activities. There are, however, certain activities of this type such as hobbies of different kinds, debates, dramas which have more of the quality of play than of work and which give greater opportunities for creative self-expression. Every school should organize a variety of such programs so that every child in it

may be able to take up something suited to his tastes and interests".⁷

Of course what is said in the Commission Report relates essentially to school boys and girls. But it also can apply to the trainees of elementary teacher training institutions of our country. They require to well-organize all sorts of curricular activities in the schools they are shortly going to serve in after their training is over.

The importance of leisure time activities is, thus, very great. And it is highly imperative that training schools should provide their trainees such facilities as can benefit the individuals and the society they belong to.

A word now as to the problem of guidance for leisure and recreation would not be out of place here. Efficient guidance for leisure and recreation is not an easy job. It requires counselling as well as teaching skills and holding class or group discussions. We shall see that the method does not greatly differ from that of vocational guidance. Speaking of the importance of guidance in the matter of leisure-time use and the similarity of vocational guidance leaders to recreational leaders, Martin Neumeyer rightly remarks, "Counsellors and sponsors must have a comprehensive knowledge of all the many activities of leisure and recreation just as leaders in vocational guidance must know the

7. Report of the Education Commission (1964-66), Govt. of India, Ministry of Education: P.207.

occupational field. They must know how to help people attain rich leisure-time activities, with guidance for varying extending and improving them, to foster teach and supervise them, giving particular help to the individual of taste, skill, intelligence and wisdom and through discussion groups and committees to improve the general character of recreation".⁸

Guidance alone does not constitute the whole of recreation leadership though it must be undoubtedly an integral part of it. From a practical stand point we are to say that by recreation leadership we shall include "organizing schedules and planning programs, setting up standards and rules of games, diminishing moral hazards and creating favourable environmental conditions, preventing conflicts and maintaining order, increasing the attendance through publicity and looking after many mechanical and administrative details. Sports and games require the organization of teams, reservation of places to play, apparatus and other equipments, officials to supervise rules to play by and schedules of events. The leader is responsible for these and many other matters".⁹

Again it must be conceded that despite the best recreation leadership we may miserably fail to enjoy our holiday or any leisure in case we do not know the right way to enjoy them. Our

8. Neumeyer, Martin H., Neumeyer, Esther, Leisure And Recreation, New York, The Ronald Press Co., 1958, Ch. XIV, P.424.

9. Ibid, P.425.

happiness to be derived from holidays depends on our attitudes and upon an adult approach to life.

Our minds and attitude need to be rightly oriented in order to fully and really enjoy holiday or any leisure-time. G. Edward Barker writes that a friend of his said to him after his annual holiday, "To-day I join the League for the Abolition of Holidays. They are nothing but a swindle and a sham. I am more tired now than when I went away".¹

Many frustrated people will see eye to eye with this view. Tempted by tales of wonder tours with exotic scenery, nice company, dazzling entertainment, luxury restaurants and the haunting beauty of the unknown we often arrive back and say with a heavy sigh, "Never again, I need a holiday now to get over it".

A particular kind of temperament is needed to enjoy holidays or leisure. What is holiday to a person may be a prison-day to another. What makes the same holiday heaven for one man and hell for another is the temperament." If we look upon a holiday as a stick of magic that will wave us into unbelievable paradise, we are doomed to disappointment. But if we can look upon our holiday as a wonderful opportunity to appreciate unusual facets of the spiciness of life, and of contributing to richness of experience that both we and others can enjoy, then our holidays will be an unending pleasure and a perfect voyage of discovery".¹⁰

10. Barker Edward, G., The Psychologist Magazine, A Guide to Happy Living, June, 1964, p.3.

To make leisure creative one must put something into it as well as take something out. In order to drink the cup of holidays or leisure to the lees one has to make a positive effort. One has to keep his mind and senses in a state of preparedness. If one is not able to do this, a luxury tour round the world cannot set him any happiness. If one is able to do this one can enjoy a tour within thirty miles, in one's shabby dress with a tiny umbrella. Indeed we can receive from a holiday what we put into it. "If our senses have awareness and if our minds are prepared to appreciate the goodness of what we observe, then the touch, smell and beauty of one English rose may do as much for us as a visit to India's Taj Mahal or the Pyramids of Egypt".¹¹

Another good rule of enjoying holidays or leisure is that one should do something creative. If one's heart like an activity which one did previously we shall have no objection. But if possible it is gainful to try something new on every occasion of leisure enjoyment.

11. Ibid, P.5.

CHAPTER . III

~~CHAPTER . III~~

STATEMENT OF THE PROBLEM

CHAPTER III

Statement of the Problem.

(A) Leisure is essential to produce among humans a zest for life. Plato feels that in every one of us there exists a desire for knowledge. And this knowledge is life's highest goal. To reach this goal men have to have leisure. The same writer opines that a political life or a life devoted to activities of contemplation is made possible only because of leisure. Leisure is an opportunity for knowing the self and the divine within the self. It is because of leisure that man can find life tolerable and worth living.

For our study which concerns social analysis we shall define leisure-time as all that time of a day when a person is not sleeping, eating or working, and recreation as the form of activity that is pursued during this leisure-time. By recreation we shall mean an activity of body and mind which relieves tensions created by regular monotonous work."

"Free-time is not in itself leisure Leisure is not a vacancy, an escape from doing things, but a quality of life capable of pervading in some degree a man's total existence".² Leisure hours when one does nothing either for himself or for the society one lives in is of little value. In order, therefore, to make leisure of value one must engage oneself in some purposeful activity. We should conceive of leisure as something having not only personal value but also social utility.

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1. A National Plan of Physical Education and Recreation: P.33 (Ministry of Education: Govt. of India).
 2. Education for leisure: Conference Report, 1957 (American Association for Health, Physical Edu. and Recreation) P.49.
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Leisure, for our analysis, will mean time not devoted to earning a living. By recreation we shall mean not a segment of leisure but the form of activity that is pursued during leisure. Some writers use the term leisure-time activity in preference to recreational activity usually including a wider range of activities under this term. here by recreational activity we shall mean any form of activity one engages oneself in during leisure.

"Leisure is off-job living. It is opportunity for activity other than earning a living. It requires both good facilities and education in how to best use these facilities. It makes teaching of carryover skills necessary.

Education for leisure aids individuals of all ages make more worthwhile use of creative time. School facilities must be planned with the view of implementing this educational objective.

Education for leisure is participation in worthy activity."³

In the opinion of George F. Myers leisure-time activities or recreational activities mean a great range of physical activities-- golf, tennis, baseball, football, hockey, hiking, hunting, fishing, skating, swimming etc; activities of social kind -- parties, dances; among others of an entertainment kind -- theatres, movies, concerts, operas, radio-grammes; hobby or avocational type -- collecting, constructing, rowing, picturing, exploring and the like. Reading also comes under recreation.

For the purpose of the present study (which aims at enumerating the activities during leisure-time and holidays of the trainees

of Elementary Teacher Training Institutes of Delhi) time spent by one in earning one's livelihood, or hours spent in bathing, taking food or the short period spent in prayer will be excluded. Furthermore, the times spent by a trainee in going from their residence to their Institute and back as well as scheduled hours as fixed by the authority of the training school for the successful management of the school are also excluded. The time devoted to house-keeping work, the call of nature, cleaning one's body or any other hygienic necessity other than exercise and relaxation will be excluded. All the remaining free hours during which one does what one wishes will be called leisure and any activity pursued during such period will go by the name of leisure-time or recreational activity.

In addition to this, leisure includes Sundays and other gazetted holidays and all long term holidays such as Autumn Break, Winter break or X'mas during which the trainees are not expected to present themselves in the class.

Delimitations

1). Though both the 1st and 2nd year students of the Elementary Training Institutes at Daryaganj, Alipur and Jania Nagar are taken, the study will confine itself to 50% of the total number of the pupils.

2). Total number of trainees is 300 of which 145 are boys and 155 are girls.

3). Holidays include Sundays, other gazetted holidays, Dashehra-Dewali holidays and Winter-break.

Need and Utility of the Study:

The trainees of the elementary teacher training institutions are the would-be teachers of our children: the administration of Delhi aims at giving them employment in the teaching line after their training is over. These trainees are the persons who would guide our children in the pursuit of leisure-time activities in and outside the four walls of the elementary schools to which our children are to be sent. The present study aims at giving right sort of education for leisure to the prospective teachers so that they, when they become teachers, may guide our children along right lines in respect of right use of leisure.

A study of the pupil teachers' leisure activities can help us in matters of character-building. The traits of good character are not moulded by teaching alone but by doing and being; so if the pupil-teachers spend their leisure-time and holidays in seeing cheap movies, reading trash literature, playing unhealthy games and indulging in dirty pursuits, the infection must spread to their group. This is to be detected, checked and proper measure to be adopted.

Leisure conduces to the full growth of healthy useful active democratic citizenship. Healthy use of leisure-time enables a person to have qualities like co-operativeness, love, sympathy, teamspirit, loyalty and sportsmanship. If these qualities are absent in the life of pupil-teachers naturally something of great importance is wanting. It shows some weaknesses, some lacuna somewhere in our educational structure designed for the preparation of India's citizens of tomorrow.

Not only this. Leisure activities of the pupil-teachers in the first instance furnish us with the information as to the cost of life they live, their standard of living and the civilization they represent.

Leisure-time provides ample opportunities for recreation, which greatly contributes to human happiness.

The major problems of discipline, delinquency and behaviour have their roots in unworthy use of leisure-hours. These problems can be solved when facts are gathered, analysed and right steps are taken to consider the intelligent use of leisure and holidays.

Purpose and Scope of the Investigation:

The specific purpose of the present investigation is to enumerate the leisure-time activities of pupil-teachers of Elementary Teachers Training schools of Delhi during vacations and holidays. Leisure-time activities mean literary activities, art and craft activities, hobbies, games and sports, Community welfare activities and self-defence and disciplined group life activities.

In the present investigation, therefore, an examination is made of the leisure-time activities of the pupil-teachers of the Elementary Teacher Training Institutes of Delhi with a view to securing answers to the following questions:

1. How much leisure do the pupil-teachers get daily?
2. What is their reaction towards and feeling about the daily available time?
3. What sort of importance do they attach to it?
4. What is the nature of the leisure-time activities pursued by

then during holidays?

5. What are the available facilities for leisure-time activities inside and outside the training school?
6. What are the causes which prevent them from indulging in healthy leisure-time pursuits?
7. What is their feeling about the number of available holidays?

The trainees have a fair knowledge of how they spent their leisure-time in the training school. All of them are adolescent. Adolescence is a stage when their interests are widening, when tastes can be cultivated and when critical sense regarding creative activities are developed.

Hypotheses:

The hypotheses in the present study may be stated briefly as follows:-

"Given the out-of-school influences to which the pupil-teachers in Delhi are seasonally exposed and given the common type of education they receive in their training schools (a) the distribution of leisure should be uniformly inefficient and not given the importance it deserves (1) the leisure-time activities of the pupil teachers and their way of utilizing holidays should be revealed in adequacy of proper equipment, necessary facilities and right direction besides wanting thoughtful planning and proper guidance.

CHAPTER - IV

SUMMARY OF RELATED INFORMATION

CHAPTER - IV

SURVEY OF RELATED INFORMATION

A short review of the sources that are available of the work done in this connection is given below :-

(a) Studies on the Distribution of Leisure in India

Ranganathan says that "In most countries the days of full moon and full moon are the only days that have been free days".¹ Further it is noted that "Before the advent of industrialization and the consequent urbanization, the months when nature was favourable for use for recreation had been free months".²

In England:

"The night-made leisure was not only increased in hours but was extended to all. It was called, 'Domestic Leisure' by Durand".³

In U.S.A.

According to a survey made by Butler,⁴ compilation done by Gloss,⁵ and the study of Thorndike,⁶ it has been reported that on average of forty hours per week became available for recreational pursuits.

(b) Studies on the Importance of Leisure:

Link,⁷ in his study, "Leisure and Personality" in his investigation

1. Ranganathan, S.R., "Education for Leisure", Delhi, Indian Adult Education Association, 1948, Ch II, P.8.

2. Ibid

3. Durand, Henry : The Problem of Leisure, London, 1938. P.21.

4. Butler, G.D., "The Leisure hours of 5000 people", New York, The National Recreation Assoc., 1934, P.83.

5. Gloss, G.M., "What people do in their spare-time", Research Quarterly May, 1938, PP 132-142.

6. Thorndike, S.L., "How to spend our time and what we spend it for", Scientific Monthly, 44, 1937, PP 461-69.

7. Link, H.C., "Amusement and Personality", Reader's Digest 32: 17 - 30 March, 1938.

that healthy leisure-time pursuits conduce to development of human personality and general social welfare.

Studies on the Leisure Activities done in India and other foreign countries.

In India

What Ranganathan states about the utilization of leisure in the past is very interesting. "This outmoded utilization was of the group variety. It may be described as socialization of leisure. As those days were days of mass illiteracy, the leisure was transformed by some folk-institutions not demanding literacy into periods of intellectual, social and spiritual enrichment. The holy days were days of religious, social and family festivals. They did not connote more individualism work. They involved a concerted expansion of life."¹⁰ Furthermore he remarks, "As the whole community had the leisure at the same time, it was spent on the re-winding of the individuals and the community as a pleasurable group project."¹¹

In India a few studies have been done under the Central

8. Mursell, J.L., Principles of Education, Norton, 1935, P.505.

9. Plant, J.S., "Recreation and the Social Integration of the Individual" Recreation: 31 : 339-42, 1937.

10. Ranganathan, S.R. — Op Cit. Ch. II, P.8.

11. Ibid, P.9.

Pedagogic Institute. Most of these studies are either of boys' interest or girls' interest and none of them deal with teacher-training Institutes students in a comparative manner i.e. comparing leisure activities of boys' with those of the girls'.

In England

Dr. L.P. Jack says, "In order that a leisure activity may be truly satisfactory, along with recreation and relaxation, it must involve some efforts and continuity in order to satisfy the basic human needs for skill and achievement. No amount of commercialized amusements can accomplish this".¹²

The Workers Educational Association, London,¹³ submitted a report on the leisure-time activities of school children in 1946. It greatly stressed the need for and improvement of Education for leisure for the promotion of the growth of useful activities.

In England the most important investigation on recreational activities have been done by Jenkinson and very recently by W.D. Wall.

In USA

In the year 1937 Rothmay¹⁴ studied with meticulous care the

12. Jack, L.P., Education through Recreation, London, 1938, P.28.

13. Workers Educational Asson: The Leisure-time activities of School children - A report.

14. Rothmay, J.W.M., Interest of Public School Boys, PP.561-94.

interest of High School boys and inferred that playing vigorous games, watching sports and games and taking part in out-door activities like hunting, fishing and riding stood high in the list of activities most liked by the boys.

In 1938 Sullincer¹⁵ found that only 56.5% of the boys and 35.8% of the girls in the eleventh grade took part in sports and games. In the 12th grade 42.3% of the boys and 35.1% of the girls participated. Of the various games most favoured by the boys were baseball, football, basketball and golf. Among the girls tennis and swimming were the most popular sports. Sullincer's study of recreation among High School youngsters and girls revealed as many as 95 different hobbies.

Again in the year 1939 in his study of Chicago High School students Brink¹⁶ reported the marked change in reading interests during early adolescence.

In his "Childrens' Attendance at Motion Pictures" Mr. E. Dale reported that boys frequent cinemas more than the girls do. He further noted that the favourite companions with whom they went to the movies were the individual's own friends.

15. Sullincer, T.E., "Extra-curricular leisure-time activities" Recreation, 1939, pp.509-515.

16. Brink, W.G., Reading interest of High School Pupils, pp.613-621.

CHAPTER - V

PROCEDURE OF TPA STUDY

CHAPTER V

Procedure of the Study

1. Method used.

As is usual with studies of this nature, the Normative Survey Method has been employed for the purpose of this report. "Recreation leaders are increasingly recognizing the importance of studying the kinds of activities people engage in most commonly during their leisure in order to discover their likes and dislikes. Many devices have been used to ascertain preferences and the extent of participation. The two most commonly used methods of research for this purpose are the questionnaire and the interview".¹

The necessary information has been collected by means of Questionnaire for daily leisure, leisure on Sundays and other gazetted holidays. The last page of the questionnaire is devoted to the study of the leisure time activities during long vacations. There is a proforma there whereon the pupil teachers can maintain personal record of his leisure pursuits he/she engages himself/herself in during long vacations.

Though no sample interview was conducted the total population was taken for questionnaire purpose. The time at the disposal of the investigator was limited. It was thought desirable that the number to be studied should be reduced to 50% of the total

1. Neumeyer, Martin H., Leisure and Recreation and N.Y.
Neumeyer, Esther S.,)
the Ronald. Press Co, 1958.

population to whom the questionnaires were administered. Fifty percent of the questionnaires administered to the boys of the training institutes at Alipur and Jamia Millia T.T.I. and another 50% of the questionnaire administered to the girl trainees of Daryaganj Government Basic Training Institution and Jamia Millia were taken at random. The total number of boys and the total number of girls whose activities are taken into account for the present study are 145 and 155 respectively.

The construction of the questionnaire has been done with meticulous care. It is divided into the following parts :-

Section A :- Gives detailed general information i.e. name, age, name of the Institute. The questions in Sec. A investigate the leisure hours which the trainees get daily on working days.

Section B :- In Section B out of the six major groups of leisure activities, individual leisure pursuits are determined. Against the activities pursued individually by the trainees the reasons why they do it and the time devoted to them by the trainees are also to be given in the space left blank for the purpose. There are as many as 71 different activities. The preference is to be noted by the trainees.

Section C :- The questions in this Section are meant for the investigation of holiday activities during gazetted holidays including Sundays. The pupil teachers are also to give the time (in hours and minutes) they give to the different leisure-time activities they do in the mornings, in the after-noon and in the evenings of the holidays. Besides, three questions are also

incorporated to get full account of games and sports, frequency of playing and duration of playing.

Section D :- Section D deals with facilities available to the pupil-teachers in the School and the neighbourhood. Questions as to the adequacy or otherwise of the facilities and questions as to the persons who advises the pupils and the frequency of their advice are also asked. Reasons for which the pupil-teachers are prevented from taking part in leisure-time activities are also asked through the questions in this Section.

Section E :- The questions in this section are mainly in the form of a proforma to be filled in by the pupils enumerating the different leisure pursuits they are engaged in during the long vacations. They are to enumerate the vacations, the different leisure activities they do and the time they devote in the morning and evening to those activities.

CHAPTER - VI

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER VI.

ANALYSIS AND INTERPRETATION OF DATA DISTRIBUTION AND IMPORTANCE OF LEISURE

1. Daily Leisure

It is essential to have a clear idea about the amount of leisure hours an individual pupil teacher really enjoys before we embark on the detailed discussion of the leisure-time activities of the pupil teachers being trained in the Elementary Teacher Training Institutions of Delhi.

"Man's dream of leisure has come true — still he must choose. Will he use leisure for dissipation, empty idleness, or will he reach ¹ for the peak of creative achievement".

Nash's views on the use of leisure as expressed above is made clear by Fig. 2.

Table I.

Frequency Distribution in percentages of daily leisure hours for the trainees of Elementary Teacher Training Institutions of Delhi.

<u>S. No.</u>	<u>Amount of daily leisure</u> <u>on working week days.</u>		<u>Percentage</u>
	<u>Hours.</u>	<u>Minutes.</u>	
1.	4	-	1.4
2.	3	35	5.1
3.	3	-	10.5
4.	2	25	14.5
5.	2	-	39.9
6.	1	30	15.5
7.	1	-	11.0
8.	-	30	2.1

From the above percentage showing daily amount of leisure the pupil teachers get on week days when they attend the Training Institution, it has been inferred that the highest number of pupil teachers get only at the most 2 hours free time. This is 39.9% of the population under investigation. Only 1.4 % show 4 hours, 5.1% 3 hours 35 minutes, 10.5% 3 hours only and 14.5% indicates 2 hours 25 minutes daily leisure. On the other side 15.5% report 1 hour 30 minutes, 11.0% an hour and 2.1% only indicate 30 minutes daily leisure.

TABLE II.

Percentage showing individual feeling as to the adequacy or otherwise of leisure on week days.

<u>Sl. No.</u>	<u>Response</u>	<u>Percentage</u>
1.	Not Enough	26.3
2.	Just Enough	34.2
3.	Enough	38.0
4.	More than enough	1.5

When asked to give their free and frank opinion about the leisure-time they enjoy on week days, out of 300 trainees only 38.0% report satisfaction. Nearly an equal number — 34.2% of the pupil teachers — feel just satisfied. 26.3 per cent of the

-
1. Nash, J.P. Philosophy of Recreation and Leisure, St. Louis, Press of the C.V. Mosby Co. 1953.

-135:-

pupil teachers are not satisfied with daily amount of leisure-time.

The number in favour of 'more than enough' is very insignificant,

being only 1.5% of the population under investigation. This goes

to show that the existing number of holidays is adequate.

CHAPTER - VII

ANALYSIS AND INTERPRETATION OF DATA

ANALYSIS AND INTERPRETATION OF DATA (contd)

CHAPTER VII

ANALYSIS AND INTERPRETATION (Contd.)

Leisure time activities pursued on working days:

(1) Listing the responses:

In section B of the questionnaire much space is provided so that the pupil teachers may be enabled to name the various activities they do on working week days, the amount of time they allocate for the activities in the morning and evening and lastly the reasons for which they like those activities. The various reactions expressed in these spaces were listed. It was found that in many cases the statements overlapped. Frequencies of various activities, statements and opinions were made in an orderly fashion.

(2) Valuation of the item responses:

The pupil teachers indicated their individual responses according to their likes, interests and aptitudes. It is considered that the validity of the responses was greatly increased by the provision of space left blank for them to write in freely.

The basic consideration in the analysis of items responses used here is that the true leisure-time activity of the survey population is represented by the responses given in the affirmative with definite details, reasons for liking, actual time devoted to the activity. Answers that are negative or blanks are considered indicative of the rejection of the item or an uncertainty which justifies omission of the item in the measurement of interests. Throughout this study, all calculations are

based on percentage of the survey population which indicated affirmative responses to the items of leisure activity.

(3) Classification of Activities.

For the purpose of analysis and interpretation it was found imperative to make classification of all leisure activities. They are divided into 6 groups as shown in Sec. B of the Questionnaire.

The number of books which shows how to classify leisure activities is too great to be mentioned. Leisure activities may be classified according to types, or by the age or sex of the persons or by space requirements, cost, skill, members taking part or forms of organization. No leisure pursuits lend themselves to grouping under exclusive categories. While classifying the investigator was having in his mind the commonly used method of grouping according to types. Help was sought from his guide Shri K. Sharma and some authoritative books on the subject such as George D. Butler's¹ Introduction to Community Recreation and 'A National Plan of Physical Education and Recreation'.²

The classified list of leisure activities is given in Table III.

TABLE III

CLASSIFIED LIST OF LEISURE ACTIVITIES.

Group (a): Physical Activities

(1) Walking, (2) Riding, (3) Swimming, (4) Racing, (5) Fencing,

1. George D Butler's Introduction to Community Recreation, National Recreation Association, NY, Mc Graw-Hill 1940 PP. 205-212.

(6) Kho-kho, (7) Net ball, (8) Basket-ball, (9) Badminton,
(10) Table-tennis, (11) Hockey, (12) Volley-ball, (13) Kabaddi,
(14) Ping-pong, (15) Boxing, (16)

Group (b) : Intellectual Activities

(1) Visiting Library, (2) Reading books, (3) Reading
Newspaper (4) Essay writing, (5) Short-story writing, (6) Play
writing, (7) (8) (9) (10)

Group (c) : Arts and Crafts

1. Drawing and Painting, 2. Paper and Card-board work
including book-binding, 3. Carpentry and Woodwork, 4. Sewing
and Tailoring, 5. Basket Making, 6. Spinning and Weaving,
7. Agriculture and Gardening, 8. Toy-making, 9. Preparation
of Soap, Oil and medicine, (10)

Group (d) : Hobby and other entertaining Activities

1. Collecting coins, 2. Collecting Pictures, 3. Collecting
stamps, 4. Collecting rocks, 5. Photography, 6. Keeping pets,
7. Listening to Radio 8. Magic Show, 9. Jigsaw game, 10.
11., 12., 13.,

Group (e) : Cultural and Social Activities

1. Attending religious discourses, 2. Visiting religious
places, 3. Music, 4. Dance, 5. Rhajans, 6. Visiting friends

2. 'A National Plan of Physical Education and Recreation' p.34.

Ministry of Education, Government of India 1956.

and relatives, 7. Gossiping, 8. Tea and Coffee drinking
9. Community Singing, 10., 11., 12.
13.

Group (f) : Community Welfare Activities:

1. Cleaning street or locality, 2. Constructing wells,
3. Cleaning wells, 4. Constructing Public buildings, 5. Con-
structing Roads, 6. Cleaning Slums, 7. Social up-lift work,
8., 9.

TABLE IV

Frequency of various physical activities enumerated in Group (a)

<u>S. No.</u>	<u>Activities (for Males)</u>	<u>Percentages</u>
1.	Football	42.0
2.	Cricket	40.0
3.	Hockey	25.0
4.	Kabaddi	12.0
5.	Badminton	8.0
6.	Racine	7.9
7.	Volley-ball	7.5
8.	Table Tennis	5.0
9.	Swimming	3.5
10.	Khoko	1.5
11.	Boxing	0.7
12.	Riding	0.7
13.	Basket-ball	0.7

Walking ranks highest among the male trainees with a

percentage of 45%. This is a good sign! there is no other form of physical exercise except walking which offers so much and which may be partaken of at any hour of the day. There is really wisdom in walking. This oldest and most convenient form of Indian exercise will reduce our weight if we are over-weight; if we are under-weight it will help to bring up to normal. It helps digestion, soothes jangled nerves and brings helpful sleep. Walking is the basis of training, either for health and fitness or for a strenuous sport.

From the table it is clear that except walking, football, cricket and hockey good games like Kabaddi, Badminton, Racing, Volley-ball, Table-Tennis, Swimming, Khokho, Boxing, Judo, basketball receive scant attention from the pupil-teachers.

Table V showing frequency of physical activities among girls.

<u>Sl No</u>	<u>Activities for girls</u>	<u>Percentage</u>
1.	Walking	35
2.	Boating	23
3.	Badminton	17
4.	Net-ball	16
5.	Table-Tennis	15

Table V shows that among the girl pupil-teachers also walking ranks highest with a percentage of 35. But other physical activities such as Boating, Badminton, Net-ball and Table-Tennis have not been given the due consideration they deserve.

TABLE - VI

Percentage arranged in rank order of boys taking part in Group (b) : Intellectual Activities.

<u>Sl No</u>	<u>Activities</u>	<u>Percentage (boys)</u>	<u>Percentage (girls)</u>
1.	Reading Newspaper	67.7	59.7
2.	Reading books	39.0	37.9
3.	Reading magazines	37.8	47.8
4.	Short story writing	7.8	6.7
5.	Essay writing	6.8	6.7
6.	Play writing	1.0	1.0

Reading newspaper is a common form of leisure activity among boys and girls. Boys read newspapers more than girls do. Girls are interested in magazines more than the boys. Table VI shows the pupil teachers' lack of interest in writing short stories, essays and play-writing. Such things offer an outlet for thought, satisfy the urge for expression and aid in the understanding and appreciation of literature.

It needs greater emphasis that proper environment is to be created in the training schools to encourage pupil teachers to write plays, stories, essays, etc.

TABLE - VII

Cumulative percentages of group (c) : Arts and Crafts

Sl No	Activity	Percentage	
		Boys	Girls
1.	Drawing and Painting	22.5	12.00
2.	Agriculture and Gardening	4.0	0.01
3.	Carpentry and wood-work	4.0	0.01
4.	Preparation of soap, Oil and medicine	3.91	1.00
5.	Sewing and tailoring	2.71	2.51
6.	Toy-making	2.31	2.11
7.	Paper and Carboard work including book-binding	2.21	1.01
8.	Spinning and weaving	0.3	0.40

The percentages are not very high. This is the real field where the pupil-teachers require to be enthused. Spinning and weaving which is one of their subjects in their course is neglected.

Sewing and tailoring are nice leisure-time activities that can be taken both by boys and girls. The percentages given against serial number 2, 3, 4, 6 and 7 are quite negligible. Even in the case of drawing and painting where the percentage is comparatively high, we cannot say that it is enough. The education of boys in art appreciation is primarily the office of the schools, though it may not be entirely confined to these institutions. Art Museums, organizations of artists and professional architects, and other community agencies can also do many things in this regard.

TABLE - VIII

Frequencies in rank order of Group (d) : Hobby and other entertaining Activities.

<u>Sl. No.</u>	<u>Activity</u>	<u>Percentage(Boys)</u>	<u>Percentage(Girls)</u>
1.	Listening to Radio	50.0	51.0
2.	Cinema going	40.0	34.0
3.	Collecting stamp	26.0	20.0
4.	Collecting books	10.0	10.0
5.	Collecting pictures	9.0	9.0
6.	Collecting coins	9.0	9.0
7.	Keeping Pets	7.0	6.0
8.	Photography	6.5	4.5

Listening to radio ranks highest, showing a percentage of 50.0 and 51.0 among boys and girls respectively. Next comes cinema going, collecting stamp, collecting books and collecting

pictures. Pupil teachers in Delhi seem to have taken undue interest in films. Seventy five per cent of the Indian films are of third rate type. The trainees frequenting cheap films are to be discouraged. They are to be instructed properly in the selection of films. Indiscriminate seeing of pictures of such type is to be checked.

TABLE - IX

Frequency rank-wise showing percentage for Group (e) :
Cultural and Social Activities.

<u>Sl No.</u>	<u>Activity</u>	<u>Percentage (boys)</u>	<u>Percentage (girls)</u>
1.	Gossiping	36.0	37.0
2.	Tea and coffee drinking	35.0	34.0
3.	Visiting friends and relatives	22.0	24.0
4.	Attending Religious discourse	9.0	9.0
5.	Visiting Religious places	8.0	8.0
6.	Music	7.0	7.0
7.	Dance	6.0	6.0

Gossiping ranks highest. This is not a good sign. It may lead to many untoward happenings. It is to be discouraged. The percentages in the case of the activities against serial number 5 and 3 are very low. They indicate the pupil-teachers' decreasing faith in morals and religion. The pupil-teachers require to be advised on the importance of religion in life.

Music and dance show a very low percentage. Music is the most personal and universal of the arts. It represents the highest

cultural expression. The real benefits of music accrue from the joy of achievement and the aesthetic satisfaction that accompany it. In our training musical potentialities of the youths have not been fully realized. To inculcate the love of music and dance in the students is required. But only this will not do. The traditional way of evaluating papers on Music that obtains at present in the Delhi Basic Training Institutions is to be changed.

TABLE - X

Frequency rank-wise showing percentage for Group (e) :
Community Welfare Activities.

<u>Sl. No.</u>	<u>Activities</u>	<u>Percentage (boys)</u>	<u>Percentage (Girls)</u>
1.	Social uplift work	11.0	11.0
2.	Cleaning street	4.0	2.0
3.	Cleaning walls	4.0	3.0
4.	Constructing Roads	3.9	1.0

Here the percentages are disappointing. The social uplift work as a leisure-pursuit is taken up by a small number of boys and girls. 4% of the boys and 2% of the girls do street-cleaning work as their leisure-activity. The pupil-teachers who are the prospective teachers of the coming generation of children have to be community-welfare minded; what they learn in their training Institutions is nothing if it cannot help them in making them good citizens.

CHAPTER - VIII

ANALYSIS AND INTERPRETATION OF DATA (Contd)

C H A P T E R VIII

Analysis and Interpretation (Contd.)

The present chapter will investigate the leisure-time activities pursued by the pupil-teachers during Sundays and other gazetted holidays. Besides this a greater stress has been laid on games and sports. Facilities available to the pupil-teachers for leisure-time activities will also come under the purview of the chapter.

TABLE - XI

(1) Sunday and other gazetted holidays

<u>Sl No.</u>	<u>Activity</u>	<u>Percentage (boys)</u>	<u>Percentage (girls)</u>
1.	Games and sports	62.0	56.0
2.	Hobbies	43.0	42.0
3.	Educational and Literary	26.0	27.0
4.	Handicrafts	20.0	19.0
5.	Cultural and Social Activities	19.0	18.0
6.	Religious Activities	12.0	13.0

From above it is evident that though the figure respecting Games and sports (Sl No.1) is not disappointing the other figures are not so. For example, the educational and literary activities are pursued by 26.0% among boys and 27.0% among girls. The figures about Handicrafts, cultural and social activities and Religious Activities are much more disappointing. However the figure against Hobbies (Sl No.2) is not so low.

TABLE - VII

Activities in the morning on Sunday and other gazetted holidays

<u>Sl. No.</u>	<u>Activity</u>	<u>Percentage (boys)</u>	<u>Percentage (Girls)</u>
1.	Doing school assignment	22	21
2.	Reading books	17	16
3.	Domestic work (engaged by parents)	11	13
4.	Reading Newspaper	11	9
5.	Walking	10.3	8.9
6.	Games	9.77	7.77
7.	Outing, visit to zoo, Garden etc.	8.3	7.3
8.	Interacting	3.0	7.0
9.	Listening to Radio	4.5	5.5
10.	Visiting Religious Place	3.7	4.77
11.	Physical exercises, sports, etc.	3.5	2.5
12.	Visiting cinema	2.4	2.3
13.	Washing clothes	2.3	2.3
14.	Visiting friends, relatives etc	2.0	2.0
15.	Hobby	1.9	1.8
16.	Selling goods at shop	1.7	1.5
17.	Community service	1.3	1.3
18.	Attend extra-curricular program	1.3	1.3
19.	Reading magazines, periodicals, weekly, etc.	1.0	1.3
20.	Drawing and Painting	1.0	1.0
21.	Gosshopping	0.7	0.9
22.	Swimming	0.5	0.2

Out of the 24 activities pursued on Sundays and other gazetted holidays during morning time, the frequency against sl. no. 1 namely Doing School Assignment is the highest. Reading Books is 17% among boys and 16% among girls. Parents engage 16% of their wards for domestic purposes. Only 10 per cent of the children read newspaper. Other activities are not pursued with great interest.

TABLE - VII (c)

Sunday and other holiday(gazetted) activities in the afternoon
Frequency-wise.

Sl. No.	Activities	Percentage (boys)	Percentage (girls)
1.	rest and sleep	30.3	31.7
2.	reading books	10.0	9.0
3.	doing school assignment	10.0	9.0
4.	housework	10.0	9.0
5.	games	9.5	8.9
6.	listening to radio	3.3	8.6
7.	domestic work	9.2	8.6
8.	cinema	7.8	6.9
9.	outing, visit to zoo, garden	5.9	5.7
10.	visit to friends and relatives	2.9	2.7
11.	work	2.7	2.3
12.	entertaining program	2.3	2.0
13.	sleeping	2.3	2.0
14.	selling goods at shop	1.9	1.6
15.	washing clothes	1.7	1.6
16.	Reading newspaper	1.7	1.5

17.	Visit to Library	1.6	1.5
18.	Community service	1.3	1.3
19.	Drawing and Painting	1.3	1.2
20.	Reading, Magazine, Periodical, weekly.	0.9	0.9
21.	Visit religious place	0.5	0.6
22.	Swimming	0.5	0.3
23.	Music	0.5	0.3

T A B L E XII (b)

According to percentage of boys and girls doing leisure activities during evening of Gazetted holidays including Sundays.

<u>Sl. No.</u>	<u>Activity</u>	<u>Percentage</u> (boys)	<u>Percentage</u> (girls)
1.	Games	39.9	30.0
2.	Doing school assignments	10.9	11.0
3.	Outing, Visiting to zoo, Garden	8.9	8.0
4.	Handicrafts	8.3	8.0
5.	Domestic work (Engaged by parents)	8.0	8.0
6.	Walking	7.5	6.9
7.	Cinema	6.9	6.0
8.	Visit to friends and relatives	3.9	3.9
9.	Attending entertaining programme	3.8	3.6
10.	Visit to library	2.0	2.0
11.	Selling goods at shop	1.9	1.7
12.	Community Service	1.3	1.2

13.	Listening to Radio	1.3	1.2
14.	Physical Exercise and sports	1.0	0.9
15.	Visiting religious place	0.9	0.9
16.	Drawing and Painting	0.8	0.7
17.	Hobby	0.7	0.6
18.	Gossiping	0.5	0.6
19.	Music	0.5	0.5
20.	Washing cloth	0.5	0.5
21.	Swimming	0.4	0.0

During the evenings on Sundays and other Gazetted holidays the highest percentage of boys is 39.9% who play one or other games. 30% girls also play. Nearly 10% of the trainees do training school assignments. Nearly 8.5% of them go for outing, visit to Zoo, garden etc. 8.3% among boys 8.0% among girls do craft work. Parents engage 8% of their wards for domestic work. Only 3.7 of the trainees take up entertaining programmes.

Taking into account all the activities that are pursued by the trainees in the morning, afternoon and evening on Sundays and other Gazetted holidays, the activities of high, medium and low interest are arranged in Table XIV.

TABLE XIV

Showing in rank order activities done in morning, afternoon and evening

Sl. No.	Division of day	High	Medium	Low
1.	Morning	Doing school	Reading	Swimming, visit

Sl. No.	Division of day	High	Medium	Low
		assignment	books; Domestic work; Reading Newspaper.	to Library, Gossiping, Drawing and Painting and Hobbies.
2.	Afternoon	Rest and sleep.	Reading books, doing school assignment, listening to Radio; being engaged in domestic work.	Music, Swimming, Visit to religious places, Drawing and Painting, Hobbies.
3.	Evening	Games	Doing School assignment, outing, visit to Zoo, garden etc, Handicrafts, being engaged in domestic work.	Swimming, Music, Drawing and Painting, Listening to Radio, Community service.

Doing school assignment given in the training schools, rest and sleep and games are the activities, showing high interest during morning, afternoon and evening respectively.

(2) Games and Sports:

T A B L E X V

Frequency of various games and sports:

Sl. No.	Games and Sports	Percentage (boys)
1.	Football	39.0
2.	Cricket	40.0
3.	Hockey	36.0
4.	Kabaddi	11.0
5.	Badminton	9.0

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Sl. No.	Games and Sports	Percentage (Boys)
6.	Swimming	7.9
7.	Volleyball	7.6
8.	Table Tennis	5.0
9.	Badminton	3.6
10.	Basketball	0.7
		(Girls)
1.	Boating	26.0
2.	Badminton	24.0
3.	Net ball	17.0
4.	Table Tennis	15.0

T A B L E X V I

Frequency showing Frequency of Playing:

Sl. No.	Frequency of Playing	Percentage	
		(Boys)	(Girls)
1.	Daily	51.0	40.0
2.	Three a week	11.5	9.5
3.	Twice a week	7.5	6.5
4.	Once a week	16.0	15.0
5.	Not at all	2.5	2.5

TABLE - XVII

Duration of Play (Daily)

<u>Sl No.</u>	<u>Duration</u>	<u>Percentage (boys)</u>	<u>Percentage (Girls)</u>
1.	3 hrs	1.0	0.5
2.	2 hrs	18.0	13.0
3.	1 Hour, 30 min.	0.8	0.5
4.	1 Hr	29.0	20.0
5.	Half an hour	6.0	6.0

TABLE - XVIII

Showing average time spent by boys on the day they play
(case of those who play daily excluded)

<u>Sl No.</u>	<u>Frequency of playing</u>	<u>Duration of play in hours</u>		
		<u>3 Hrs</u>	<u>2 Hrs</u>	<u>1 Hr</u>
1.	Thrice a week	0.7	2.7	6.5%
2.	Twice a week	0.0	2.8	5.0%
3.	Weekly	0.4	3.0	9.5%

The corresponding duration figure for girls is given below :-

<u>3 Hrs</u>	<u>2 Hrs</u>	<u>1 Hr</u>
0.6	2.5	6.0
0.0	2.3	4.0
0.3	2.1	7.5

The impact of Western culture is felt in India, but it has been difficult to co-ordinate traditional ideals and the newer objectives and techniques. Nevertheless games and sports have

groom importation. Cricket, tennis, field hockey and football have become popular. Turf clubs and racing are likewise gaining importance. The All India Olympic Association has been promoting facilities for sports according to international standards. The various forms of games, sports, folk dances and similar activities which are prevalent throughout the country are being encouraged. All of the boys and 40% of the girls play daily.

(c) FACILITIES AVAILABLE FOR LEISURE TIME ACTIVITIES

TABLE - XV

Percentage of schools reporting facilities available for leisure time activities

Sl. No.	Availability of facilities	Percentage	
		Boys	Girls
1.	Yes	69.0	64.0
2.	No	31.0	36.0

This is indicative of the fact that facilities available for leisure time activities are not adequate.

TABLE - XX

(Showing feeling about the adequacy of facilities available in the schools for leisure pursuits)

Sl. No.	Feeling for facility	Percentage	
		Boys	Girls
1.	Not enough	23	23
2.	Just enough	23	23
3.	Enough	21	20
4.	More than enough	1.5	1.7
5.	Too much	1.0	1.0

1. Muzeyar Kuttan N and Muzeyar Esther S.) Leisure and Recreation NY, Ronald Press Co., 1958 Ch. IV, P.123.

From the above table it is quite clear that 23% of the pupil-teachers feel that facilities provided in their school are inadequate.

TABLE - XVI

Advice available for Leisure-time Activities.

Sl. No	Receiving advice.	Percentage	
		Boys	Girls
1.	Yes	66.0	64.0
2.	No	24.0	26.0

Only 66% of the trainees receive advice. The 2 figures against Sl. No 2 indicate that 26% of the trainees get no guidance or advice as to the pursuit of leisure-activities.

TABLE - XVII

Percentage among who advises for leisure-pursuits

Sl. No	Person advising	Percentage	
		Boys	Girls
1.	Parents	30.5	29.9
2.	Teachers	20.0	19.0
3.	Friends	12.5	11.0
4.	Relatives	3.0	3.0

The above table shows that only 20% among boys and 19.0 per cent among girls are advised by their teachers. It further shows that only 29.7 of the pupil teachers receive advice from parents. The other figures are insignificant.

TABLE - XIII

Frequency of receiving advice for leisure-time activities.

Sl. No.	Frequency of advice	Percentage	
		Boys	Girls
1.	Very often	10.5	11.6
2.	Often	16.5	15.5
3.	Not often	10.0	10.0
4.	Seldom	7.0	7.0

Evidently, 10% of the teenagers say that they get advice most often.

TABLE - XIV

Availability of facilities for leisure-time activities in the neighbourhood.

Sl. No.	Available facilities facility	Percentage	
		Boys	Girls
1.	Yes	55	57
2.	No	40	48

Nearly half the population report that there are no facilities in the neighbourhood for the pursuit of leisure activities. This points to the lack of awareness in the public of the importance of leisure in life.

TABLE - XV

Kinds of facilities available in the neighbourhood.

Sl. No.	Facilities	Percentage	
		Boys	Girls
1.	Clubs	16	14
2.	Reading Centre	13.5	13.5

3.	Athletic Association	10.5	11.5
4.	Night entertaining Club	5.5	4.5

The above clearly shows that in the neighbourhood too, facilities for leisure are utterly lacking.

TABLE - XXVI

Reasons of Trainees for not taking part in leisure activities

Sl No	Reasons	Percentage	
		Boys	Girls
1.	Training School assignments	57	56
2.	Test and Examination	56	54
3.	Lack of organization	48	47
4.	want of money	30	32
5.	Household duties	12	13
6.	Parent's lack of interest	12	11
7.	Training school being far away	12	11

The trainees are over burdened with heavy school assignments. Over 56% of them report that the reasons for which they are not enabled to take part in leisure pursuits is 'training school assignments'. Another predominant reason for which they cannot take part is the fear of examination. Over 47% of the trainees report want of proper organization in the vicinity. 31 per cent of the pupil teachers say that poverty is responsible for their being unable to participate in leisure activities. The question of redress of poverty is beyond the province of the present investigation

Another interesting thing revealed by the above data is that in Delhi, the capital of India, where the percentage of literacy among parents is very high, there are some parents who evince lack of interest in the leisure-pursuits of their wards.

CHAPTER - IX

Analysis and Interpretation (Contd.)

Analysing and interpreting leisure-time activities done by the trainees during long vacation will be the content of this chapter.

TABLE - XXVII

Leisure Time Activities

Sl. No.	Group or Activities	Percentage	
		Boys	Girls
1.	Hobbies and other recreational activities	63	49
2.	Games and Sports	60	49
3.	Cultural and Social Activities	42	41
4.	Educational and Literary Activities	35.6	34.5
5.	Religious Activities	11.5	12.9
6.	Art and Craft	8.3	7.9

TABLE - XXVIII

Inter Break Activation

Sl. No.	Group or Activities	Percentage	
		Boys	Girls
1.	Hobbies and other entertaining activities	60	48
2.	Games and Sports	58	40
3.	Cultural and Social Activities	40	39
4.	Educational and Literary Activities	33.5	30.6
5.	Religious activities	10	12
6.	Art and Crafts	10	8.5

Tables XXVII and XXVIII show that even during major vacations

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that of the student is to not find the to take interest in
classroom activities, intellectual and Literary Activities,
and other activities, and Arts and Crafts.

CHAPTER 1

THEORY OF THE

CHAPTER - X

SUMMARY OF THE FINDINGS

1. An average of the most 2 hours daily leisure-time is available to the trainees of the Elementary Teacher Training Institutes of Delhi and they feel satisfied.
2. Number of holidays as 'enough' has been reported by a good percentage.
3. Recreations of boys reading newspaper, reading books and reading magazines are in descending order - 67.7, 39.0, 37.8. The corresponding figures for girls are respectively 59.7, 37.9, 47.8. These are the only educational and intellectual activities which they do during their daily leisure hours.
4. Cultural and social activities, Arts and Crafts are not at all significant during daily leisure hours.
5. Half of the population under investigation listen to radio and 37% of them go to picture houses during the working week-days. Football and cricket are the games they are greatly interested in.
6. On Sundays and other gazetted holidays, the trainees (59%) take part in games and sports. Educational and literary activities, handi crafts, cultural, social and religious activities - these are not adequately pursued, the trainees do not know the proper use of leisure time during Sunday and other gazetted holidays.
7. Parents also stand in the way of leisure pursuits of their sons and daughters. They engage them for domestic work, which prevents their sons and daughters from taking part in leisure pursuits.

8. 31% of the trainees waste their time in idleness in sleep for longer hours. Only in the evening on Sunday and other gazetted holidays they take up games and sports as their leisure activities. But only about 35% of the trainees do these.

9. Facilities provided in the training schools are not adequate.

10. Trainees are not adequately advised as to the importance of leisure activities.

11. In the vicinity, facilities for leisure activities are lacking.

12. Too much time assignment given in the training institutions; examinations, lack of organization in the community, lack of information and guidance are some of the major causes, which prevent from participating in leisure pursuits. Other minor reasons are poverty, poor health, household duties and lack of parental interest in leisure pursuits.

13. During longer holidays most of the boys take up hobby and other recreational activities. Games and sports also engage the attention of the majority of the trainees, the overall figure (in percentage) being 56% in Autumn and 54% in winter.

14. Even during longer holidays most pupil-teachers do not take up Art and Craft, religious activity, social activity, educational and literary activities.

CHAPTER - II

RECOMMENDATIONS

Recommendations

The following recommendations which are in the nature of suggestions rather than prescriptions have been made. They are based on the evidence of this investigation. From the result of the present study it can be inferred that the way the pupil teachers spend their holidays leaves much to be desired. The pupil-teachers are all youths, they are all in the formative period of their life. It is an important period in the development of desirable recreative interest that persists. Teachers serving in the Elementary Teacher Training Institutions should awaken to their opportunities and responsibilities in this direction. Concrete steps for more effective direction and stimulation of the interest for leisure pursuits of the young pupil-teachers are called for. For this purpose the teachers are also to know what their students' interests are and what their desirable interests should be. Enough recreational program in the training school is highly imperative. Teachers have to study the latent potentialities of the pupils under their surveillance and utilize to the absolute full the talents of their pupils in day-to-day activities.

This investigation demonstrates the truth that adolescence is a period of varied interests which are shown in students' preferences for various types of activities and diversions. It points out that the chief interests of boys and girls in their adolescent period are playing games and sports, outings, excursions, reading news papers and books. All these interests are to be cultivated. Hobbies represent the spontaneous interest

of pupil-teachers in which they indulge during their leisure-time and holiday with great pleasure.

The awakening of interest in things and activities that are creative and the fixing of habits of engaging in pleasant occupations during leisure is one of the school functions of prime importance.

The teachers of the training school should be alive to the importance of leisure-time activities and activities during holidays. They should exhort the students so that they may be enabled to use this type of interest gainfully. Boys who have displayed constructive and creative abilities should be given due kudos. Accumulative record of all such activities is to be properly maintained in the training schools.

Hobbies pertaining to training school subjects such as General Science, Mathematics, Drawing, painting, Music, Agriculture and various crafts should be encouraged. Opportunities for active participation in games and sports is to be given to all the pupil-teachers. The games should be properly organized, supervised and controlled. Provision should be made for daily participation of every trainee in games and sports. The provision for popular games among trainees—football, cricket, Hockey, Basketball, Badminton, Table-tennis should be made. Healthy atmosphere for the development of physical and mental health of the pupil-teachers is to be created. Teacher and parents should not allow their students' and wards' indiscriminate visiting of movies. They should be encouraged to see pictures of historical, educational, cultural, social, artistic and

scientific films of immense value. Training schools should encourage the educational films which are generally shown at the National Institute of Audio-Visual Education, Indraprastha Estate, New Delhi.

For Sunday and other gazetted holidays games and sports, activities concerning art and craft and other recreational activities are to be encouraged. Training schools should keep open library, provide games and sports facilities and other cultural and social programs on Sundays and holidays. In addition to this, short programs of outings, visit to local places of educational, historical, religious and scientific importance should be encouraged. Group discussion can also be arranged on Sundays and other gazetted holidays. Training schools can encourage music and dance activities on Sundays and other short holidays. They can prepare trainees to give short programs on A.M.

Parents and teachers should take much interest in the reading habits of young boys and girls. They should know the importance of free-time reading of their boys and girls. They should try their level best to provide all possible facilities at school and home. Such libraries as include books of various types written for adolescent interest are to be encouraged.

Prizes should be awarded to such trainees as read regularly and abundantly. Training school libraries can keep records of regular readers of library books. Keeping records of library-book readers is also very important from evaluation point of view.

Literary activities, story-telling, recitation, dialogues and one-act plays need to be encouraged. School bulletins, wall magazines and periodical or Annual Magazines are to be spoken highly of. Teachers should inculcate right habits and attitudes in this regard. Cultural and social activities and social or community service are very useful. Hobby clubs should be well-organized in the Institution.

Principals should provide full facilities for proper implementation of all recreational programs that can be arranged in their schools.

For longer holidays excursions, long hikes, camps are useful. Seminars, exhibitions, social service camps are also very useful and essential. Dramas can be staged. School weeks such as Health week, Decoration week, Flower arrangement and Group Competitions of educational importance can be encouraged.

The load of home-assignments should not be too heavy and the old systems of evaluation that are obtaining at present in the Institutions are to be completely overhauled so that the young pupil-teachers could get impetus for recreational activities which can bring them integrated personality.

The young pupil teachers should get training not only for work but also for leisure. All manners of harmful amusement during leisure hours and holidays should be replaced by creative activities that would make them good citizens.

Recommendations for Further Investigation

The following topics are recommended for further study :-

(1) A study of leisure-time activities and activities during the holidays of the boys in Higher Secondary Schools in the other parts of the country.

(2) A study of leisure-time activities and holiday activities of the boys reading in Elementary schools.

(3) A study of leisure pursuits and holiday activities of the students reading in colleges.

(4) A study, under controlled conditions with the variables of age, sex and socioeconomic status on the leisure interests of boys.

(5) A comparative study on large-scale of leisure interests of boys living in the rural and urban areas.

(6) An investigation of the relation that subsists between leisure-interests and learning efficiency of the boys.

(7) A comparative study of boys and girls so as to find how they spend their holidays.

(8) A study of the activities of the boys in schools during the summer vacation and other long vacations.

(9) A comparative study of male and female teachers so as to know the way they spend their holidays.

(10) An investigation of the activities of the boys and girls during the summer vacation and its relation to their academic work.

A P P E N D I X I.

Schools taking part in the survey

- (1) Government Teachers' Training Institute, Alipur.
- (2) Government Teachers' Training Institution, Daryaganj.
- (3) Jamia Millia Islamia, Janianaagar.

A P P E N D I X II.

The Questionnaire used in the study:

Questionnaire for collection of data about the leisure-time activities of pupil-teachers in Elementary Teacher Training Institutes of Delhi.

S E C T I O N - A

General Information:	1) Name of the Trainee: _____
	2) Age of the Trainee: _____
	3) Name of the Institute: _____

Instruction:- Read the questions carefully and supply the information in the space left blank.

(1) When do you study before and after school hours?

- (a) From _____ AM/PM to _____ AM/PM (before school hours)
- (b) From _____ AM/PM to _____ AM/PM (after school hours)
- (c) Total hours _____ minutes _____.

(2) When do you do your school assignments?

- (a) From _____ AM/PM to _____ AM/PM (before school hours)
- (b) From _____ AM/PM to _____ AM/PM (after school hours)
- (c) Total hours _____ minutes _____.

(3) When do you get leisure-time on working days?

(a) From _____ A/M to _____ A/M (before school hours)

(b) From _____ A/M to _____ A/M (after school hours)

(4) How many hours of leisure do you get daily on working days?

(5) What do you feel about your leisure?

(a) Not enough _____

(b) Just enough _____

(c) Enough _____

(d) More than enough _____

SECTION - B.

Daily Leisure-time Activities

Q. 1. Which of the following activities do you really do daily in your Leisure-time? Your answer may please be given in the tabular form as shown below:-

(a) Physical Activities

<u>S No.</u>	<u>Name of activities</u>	<u>Time spent by you</u>		<u>Reasons why you like it</u>
		<u>Morning</u>	<u>Evening</u>	
1.	Walking			
2.	Riding			
3.	Swimming			
4.	Racing			
5.	Boating			

6. Table Tennis
7. Net Ball
8. Football
9. Basketball
10. Table-Tennis
11. Hockey
12. Volley-ball
13. Football
14. Pingpong
15. Boxing
16. Any other

(b) Intellectual Activities

S No.	Name of Activities	Time spent by you		Reasons why you like it
		Morning	Evening	
(1)	Visiting Library			
(2)	Reading Books			
(3)	Reading Newspaper			
(4)	Essay writing			
(5)	Short story writing			
(6)	Play writing			
(7)	Any other			
(8)	Any other			
(9)	Any other			
(10)	Any other			

(c) ARTS AND CRAFTS

<u>S No.</u>	<u>Name of activities</u>	<u>Duration of time given</u>		<u>Reasons why you like it</u>
		<u>Morning</u>	<u>Evening</u>	
1.	Drawin ^g & Paintin ^g			
2.	Paper & Card-board work including book-binding.			
3.	Carpentry and wood-work.			
4.	Sewin ^g and Tailorin ^g .			
5.	Basket Making			
6.	Spinnin ^g and Weavin ^g .			
7.	Arrioulture and gardenin ^g .			
8.	Toy-makin ^g .			
9.	Preparation of Soap, Oil and medicine.			
10.	Any other.			

(d) Hobby and other entertaining activities

<u>S No.</u>	<u>Name of the activities</u>	<u>Duration of time given</u>		<u>Reasons why you like it</u>
		<u>Morning</u>	<u>Evening</u>	
1.	Collectin ^g Coins			
2.	Collectin ^g Pictures			
3.	Collectin ^g Stamps			
4.	Collectin ^g Books			
5.	Photography			
6.	Keeping pets			
7.	Listening to Radio			

8. Magic show
9. Cinema going
10. _____
11. _____
12. _____
13. _____

(e) Cultural and Social Activities

<u>S No.</u>	<u>Name of Activities</u>	<u>Duration of time given</u>		<u>Reasons why you like it.</u>
		<u>Morning</u>	<u>Evening</u>	
1.	Attending Religious discourses.			
2.	Visiting Religious places.			
3.	Music			
4.	Dance			
5.	Bhajans			
6.	Visiting friends and relatives.			
7.	Gossiping			
8.	Tea and Coffee Drinking			
9.	Community singing			
10.	_____			
11.	_____			
12.	_____			
13.	_____			

(f) Community Welfare Activities

<u>S. No.</u>	<u>Name of Activities</u>	<u>Duration of time given</u>		<u>Reasons why you like it.</u>
		<u>Morning</u>	<u>Evening</u>	
1.	Cleaning Street or locality			
2.	Constructing Wells			
3.	Cleaning Wells			
4.	Constructing Public Buildings.			
5.	Constructing Roads			
6.	Cleaning Slums			
7.	Social up lift work			
8.	_____			
9.	_____			

SECTION - G.

Sundays and other Gazetted holidays.

1. How do you spend your leisure time on Sundays and other gazetted holidays? Put 1st., 2nd., 3rd., etc. against your activities to indicate your preference :-

- (a) Educational and literary activities _____
- (b) Cultural and Social activities _____
- (c) Religious activities _____
- (d) Handicrafts _____
- (e) Hobbies _____
- (f) Games and sports _____
- (g) _____ (h) _____
- (i) _____ (j) _____

2. How do you spend morning hours on Sundays and other gazetted holidays? Give your answer as directed below:-

<u>Name of activity</u>	<u>Time duration in hours and minutes</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

3. What do you do in the after-noon on Sundays and other gazetted holidays? Give your answer as directed below :-

<u>Name of activity</u>	<u>Time duration in hours and minutes</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

4. How do you spend the evenings on Sundays and other gazetted holidays?

<u>Name of Activity</u>	<u>Time duration in hours and minutes</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

5. What games and sports interest you most?

Names of games and sports

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____

6. How often do you play?

- (a) Daily _____
- (b) Thrice a week _____
- (c) Twice a week _____
- (d) Once a week _____
- (e) Not at all _____

7. Give the time (in hours and minutes) you spend on the day you play.

_____ hours _____ minutes.

S E C T I O N - D

FACILITIES FOR LEISURE-TIME ACTIVITIES

Put a tick (/) to show your answer.

1. Do you get facilities for leisure-time activities in your training Institution?

- (a) Yes _____
- (b) No _____

2. If yes then are the facilities -

- (a) Not enough _____
- (b) Just enough _____
- (c) Enough _____
- (d) More than enough _____
- (e) Too much _____?

3. Does somebody advise you about leisure-time activities?

(a) Yes _____ (b) No _____

4. If 'Yes' who advises you?

(a) Parent _____ (b) Teachers _____

(c) Friends _____ (d) Relatives _____

(e) Any other _____

5. How often do you get such advice?

(a) Very often _____ (b) Often _____

(c) Not often _____ (d) Seldom _____

6. Have you facilities for leisure-time activities in your community?

(a) Yes _____ (b) No _____

7. Which of the following facilities do you have?

(a) Clubs _____

(b) Reading Centres _____

(c) Athletic Associations _____

(d) Night entertainment
clubs. _____

(e) _____

(f) _____

(g) _____

8. If you are not able to take part in leisure-time activities, put tick mark against the reasons which applies to you.

(a) Poor health

(b) Training school assignment

(c) Test and examination

(d) Household duties

(e) Want of money

(f) Training school being far away

(g) Parents' lack of interest

(h) Lack of information, guidance or knowledge

(i) Lack of an organization i.e. there is no club or facility nearby.

(j) Any other _____

SECTION - B

Leisure-time Activities During Vacations

1. How do you spend your vacations? Fill up the columns of the following proforma accurately.

PROFORMA FOR LEISURE-TIME ACTIVITIES DONE DURING VACATIONS

<u>S No.</u>	<u>Name of Activities</u>	<u>Name of Vacations</u>	<u>Time spent for activities</u> <u>Morning</u>	<u>Evening</u>	<u>Remarks, if any.</u>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

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